

Research on Nonverbal Classroom Management (ENVoY), Developed by Michael Grinder

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From 1994 to 1997, a longitudinal study was conducted on the effects of Cognitive CoachingSM (Costa & Garmston, 1994; 2002), Nonverbal Classroom Management (NVCM), also known as ENVoY (Grinder, 1993), and monthly dialogue groups on teacher implementation of Standards-Based Education, teacher efficacy, school culture, teacher conceptual development, teacher empowerment, and other areas. This project was funded by a \$1.01 million grant from the United States Department of Education and was conducted in a large school district (approximately 5,000 teachers) in a western state. Treatment and control groups came from matched low, middle, and high socioeconomic level high school articulation groups. A total of 247 teachers participated in the treatment group, and a total of 164 participated in the control group. The numbers of participating teachers varied over the three years of the study, with 138 treatment group teachers participating the entire three years, and 164 control group teachers participating the entire three years.

From 1994 to 1997, teachers in the treatment group received nine days of training in Cognitive Coaching. They attended four days of training during the 1994-1995 school year, three days of training during the 1995-1996 school year, and two days of training during the 1996-1997 school year. They also met in monthly dialogue groups to learn how to implement Standards-Based Education and to coach each other as they implemented it. Beginning in Fall, 1995, all teachers in the treatment group attended seminars in ENVoY, given by Michael Grinder. Teachers attended three days of ENVoY training in Fall, 1995, and one day of ENVoY training in Fall, 1996. In January, 1996, one teacher from each treatment group school attended a week-long training to become an ENVoY "Green Chair" coach for teachers in their building.

Findings from the project that could possibly be attributed in part to the ENVoY program include:

*Teachers increased significantly in reported level of use of Standards-Based Education than did teachers in a matched control group ($F = 6.13, p = .014$) (Edwards & Green, 1997a).

*Teachers decreased significantly in referring students to special education when compared with teachers in a matched control group ($F = 3.89, p = .05$) (Edwards & Green, 1997a).

The following findings dealt specifically with the ENVoY program:

*Twenty-six teachers in the treatment group and 34 teachers in the control group were videotaped teaching lessons in Spring, 1995 (Time 1), Spring, 1996 (Time 2), and Spring, 1997 (Time 3). Videotapes were analyzed for teachers' use of Nonverbal Classroom Management strategies. The treatment group participants increased significantly compared with the control group in their:

*Use of Opening Visual Instructions from Time 1 to 2 ($F = 7.41, p = .009$) and from Time 1 to 3 ($F = 7.37, p = .008$)

*Use of Positive Comments from Time 1 to 2 ($F = 4.74, p = .03$) and from Time 1 to 3 ($F = 4.48, p = .04$)

*Increasing use of Nonverbal Signals from Time 1 to 2 ($F = 4.80, p = .04$) and from Time 1 to 3 ($F = 6.89, p = .01$)

*Use of Action Words Last from Time 1 to 2 ($F = 5.09, p = .03$)

*Use of Exit Directions from Time 1 to 2 ($F = 8.01, p = .006$) and from Time 1 to 3 ($F = 9.74, p = .003$)

*Use of Influence Approach from Time 2 to 3 ($F = 5.64, p = .02$)

*Use of Exit Outcomes from Time 2 to 3 ($F = 4.64, p = .04$) (Edwards & Green, 1997b)

*At the end of the three-year project, when treatment group teachers were asked about their assessment of the impact of Nonverbal Classroom Management on their growth as teachers, the mean for the treatment group teachers was 6.23 (out of a 7-point scale, $SD = 1.06, N = 135$). When asked about their assessment of the impact of Nonverbal Classroom Management on student achievement, the mean for the treatment group teachers was 6.6 (out of a 7-point scale, $SD = 1.15, N = 132$) (Edwards & Green, 1997a).

*Green Chair Coaches' scores were compared with the scores of teachers who participated in the project for three years and received four days of training in ENVoY, but did not receive Green Chair Coaching training. Green Chair Coaches scored significantly higher than the other teachers on the following measures:

*Perceived effectiveness with at-risk students ($t = 2.43, p = .017$)

*Perceived level of skill as a classroom manager ($t = 2.68, p = .008$)

*Number of times coaching someone in a formal conference ($t = 2.97, p = .001$)

*Number of times of being coached formally ($t = 3.13, p = .004$)

*Frequency of building rapport ($t = 3.41, p = .001$)

*Frequency of paraphrasing ($t = 3.35, p = .001$)

*Frequency of coaching students ($t = 2.50, p = .015$)

*Satisfaction with Nonverbal Classroom Management ($t = 2.79, p = .007$)

*Perceived influence of the Pleasant View Project on their teaching ($t = 2.06, p = .041$)

*Changes in teaching approach as a result of their training in Nonverbal Classroom Management ($t = 3.37, p = .001$)

*Change in teaching abilities as a result of their training in Nonverbal Classroom Management ($t = 3.14, p = .004$)

*Growth in adapting to individual differences ($t = 2.63, p = .010$)

- *Relatedness subscale on the *Vincenz Empowerment Scale* (Vincenz, 1990) ($t = 2.09, p = .039$)
- *Joy of Life subscale on the *Vincenz Empowerment Scale* (Vincenz, 1990) ($t = 2.23, p = .028$)
- *Total Empowerment score on the *Vincenz Empowerment Scale* (Vincenz, 1990) ($t = 2.34, p = .021$)
- *Teacher Collaboration subscale on the *School Culture Survey* (Saphier, 1989) ($t = 2.35, p = .020$)
- *Creates Positive Relationships subscale on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($t = 5.07, p = .001$)
- *Beliefs About Adolescence on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($t = 3.82, p = .001$) (Edwards & Green, 1997a)

*Twenty treatment group teachers and twenty-one control group teachers wrote responses to questions about their implementation of Standards-Based Education in Spring, 1997. Participants in the treatment group were also asked about Nonverbal Classroom Management, Cognitive Coaching, and Dialogue Groups. Treatment group teachers made the following comments about Nonverbal Classroom Management (NVCM):

- *NVCM improved classroom climate and made managing students easier (17 responses)
- *NVCM improved teacher-student relationships and communication (8 responses)
- *NVCM was the best part of the project (4 responses)
- *Green Chair Coaching was a very beneficial learning experience (1 response) (Edwards, Green, Rogers, & Swords, 1997b, p. 7)

*In 1997, teachers in the treatment group were asked to write responses to the following question: "How satisfied are you with the Nonverbal Classroom Management training?" One hundred eight comments were analyzed. Participants gave the following answers:

- *Best training ever / excellent / powerful (54 responses)
- *Very helpful / really works / useful (43 responses)
- *Use it a lot / use it daily (5 responses)
- *Would like continued "refreshers" (3 responses)
- *Green Chair feedback was great (2 responses)
- *Helped enhance communication skills with students (1 response) (Edwards, Green, Rogers, & Swords, 1997a, p. 412)

*In 1997, teachers in the treatment group were asked to write responses to the following question: "How well do you feel that you have internalized Nonverbal Classroom Management skills so that they have become part of your natural repertoire?" Forty-five responses were categorized as follows:

- *All the time / most meaningful / second nature (20 responses)
- *I use many of the skills (13 responses)

- *I use some skills / try new ones (6 responses)
- *I have perfected what I was already doing (3 responses)
- *I'm still learning / refining these skills (2 responses)
- *Students are using these skills (1 response) (Edwards, Green, Rogers, & Swords, 1997a, p. 420)

*In 1997, teachers in the treatment group were asked to write responses to the following question: "What changes in your teaching style practices have occurred as a result of your Nonverbal Classroom Management training (if applicable)?" Two hundred forty-two responses were analyzed.

- *Better classroom management / helpful techniques (51 responses)
- *Specific mention of 7 GEMS (41 responses)
- *Extremely positive specific changes / wonderful improvement (31 responses)
- *Use these practices daily / regularly (30 responses)
- *Better classroom climate / caring (29 responses)
- *More time for instruction (13 responses)
- *Greater respect / empowerment for students (6 responses)
- *Greater awareness of my effect on students (6 responses)
- *Eliminate / reduced power struggles (6 responses)
- *More student responsibility / more student-centered (6 responses)
- *Awareness of nonverbals / subtleties of behavior (5 responses)
- *Shift from power to influence / preserving relationships (5 responses)
- *Ability to re-focus behavior (5 responses)
- *Better ability to deal with difficult students (3 responses)
- *New resources have energized me (2 responses)
- *Greater structure (2 responses)
- *More teacher accountability / responsibility (1 response) (Edwards, Green, Rogers, & Swords, 1997a, pp. 425-426)

*In 1997, teachers in the treatment group were asked to write responses to the following question: "To what extent has training in Nonverbal Classroom Management affected your enjoyment of teaching? In what ways (if applicable)?" One hundred fifty responses were analyzed.

- *More relaxed / confident / in control (28 responses)
- *Seven GEMS / specific strategies for management / skills (19 responses)
- *Improved student / teacher relationships (15 responses)
- *More fun / greater energy (13 responses)
- *Less stress, less anger, less frustration (13 responses)
- *More positive atmosphere / fewer power struggles (12 responses)
- *Teaching is easier (11 responses)
- *More cooperation and respect / better behavior (9 responses)
- *More instruction (7 responses)
- *Better manager / less disruptive behavior (7 responses)
- *More learnings / awareness (5 responses)

- *Better, calmer climate (4 responses)
- *I have always enjoyed teaching (4 responses)
- *Better able to deal with difficult students (3 responses) (Edwards, Green, Rogers, & Swords, 1997a, pp. 437-438)

*In 1997, teachers in the treatment group were asked to write responses to the following question: "To what extent has training in Nonverbal Classroom Management affected your abilities as a teacher? Please describe these changes (if applicable)." One hundred fifty responses were categorized as follows:

- *Better classroom management skills / tools (39 responses)
- *Increased teaching time (23 responses)
- *More confidence / better control (17 responses)
- *Awareness of importance of nonverbals and teacher effect on students (15 responses)
- *Increased effectiveness (11 responses)
- *Safe, enjoyable climate (11 responses)
- *Increased focus / greater clarity (7 responses)
- *More strategies for management / techniques / methods that work (6 responses)
- *Students own their behavior (6 responses)
- *Improved listening / better communication (5 responses)
- *Behavior improvement has correlated with learning improvement (5 responses)
- *Influence versus control and power (3 responses)
- *Lower volume / noise level (2 responses) (Edwards, Green, Rogers, & Swords, 1997a, pp. 446-447)

*Treatment group participants' perceived level of skill as a classroom manager correlated significantly with:

- *Teaching Efficacy subscale on the *Teacher Efficacy Scale* (Gibson & Dembo, 1984) ($r = .17, p = .05$) (N = 137)
- *Personal Teaching Efficacy subscale on the *Teacher Efficacy Scale* (Gibson & Dembo, 1984) ($r = .30, p = .001$) (N = 137)
- *Potency subscale on the *Vincenz Empowerment Scale* (Vincenz, 1990) ($r = .29, p = .001$) (N = 137)
- *Independence subscale on the *Vincenz Empowerment Scale* (Vincenz, 1990) ($r = .25, p = .003$) (N = 137)
- *Total Empowerment on the *Vincenz Empowerment Scale* (Vincenz, 1990) ($r = .21, p = .02$) (N = 137)
- *Final score on the *Standards-Based Implementation Survey* (Seahorn, 1995) ($r = .28, p = .001$) (N = 137)
- *Non-Learning Centered Beliefs About Learners subscale on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($r = -.26, p = .002$) (N = 137)
- *Creates Positive Interpersonal Relationships / Climate subscale on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($r = .27, p = .002$) (N = 136)

*Honors Student Voice, Provides Challenge, and Encourages Perspective Taking subscale on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($r = .32, p = .001$) (N = 136)

*Encourages Higher Order Thinking and Self-Regulation subscale on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($r = .40, p = .001$) (N = 136)

*Adapts to Individual Developmental Differences subscale on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($r = .24, p = .005$) (N = 135)

*Self-efficacy subscale on the *Learner-Centered Battery* (McCombs & Lauer, 1997) ($r = .32, p = .001$) (N = 136) (Edwards & Green, 1997a)

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